**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  **2nd** | | | **Date(s)**: Day 5 |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:**   |  | | --- | | Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words. | | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?   |  |  | | --- | --- | | How do you know the value of a number?   |  | | --- | | How do patterns help me skip count? | | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Task 2 Assessment**   |  | | --- | | *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | | **Student:**  **Pencil**  **Task 2 Assessment** | | | |  | | --- | | place value  hundreds  tens  ones skip count  counting on | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1**  *Understand that the 3-digit of a 3-digit number represent the amount of hundreds, tens,*  *and ones.*   |  |  | | --- | --- | | |  | | --- | | ***2.NBT.3***  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)* | | | | | | | |
| **I Can Statement(s):**  **Represent a number in three different ways.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Today you will show the PTA president how much you have learned during our last few days in math. She has to make a final inventory of the school store before buying supplies to refill the store. She knows that we have learned a lot and she hopes that we will be able to help her with her final inventory, so do your best. | | | | | |
| **Teacher Directed:**  **Read the instructions.** | | | | | |
| **Guided Practice:**  **None** | | | | | |
| **Independent Practice:**  **Students will complete the Inventory Investigation Part 2** | | | | | |
| **Closing/Summarizing Strategy:**  **Tomorrow the PTA president wants to share her pet reptile with us. I wonder what her pet is? I guess we’ll find out tomorrow.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | Use base-ten blocks to model the number in more than one way. | | | | |  |  | | --- | --- | | Limit the number of items to show representations to only 2 or 3.  Do one column at a time for each item. |  | | | | Pre-teach vocabulary: ***represent***  Include number words and place value chart in students’ personal dictionaries. |
| **Assessment(s): See Independent Practice** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |